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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 25 titles deal with a variety of topics, including the following: the nature of creativity in advertising communication; speech communication difficulties of international professors; rhetorical arguments regarding the restriction of immigration; structure and function of the boast in Anglo-Saxon rhetoric; paralinguistic cues in crisis communication; communication in the migration to Kentucky; an analysis of the rhetoric of Rudolf Steiner; attitudes of black church members toward the black elderly; the rhetoric of black congressmen; an examination of the ideal political candidate; source credibility and attitude change; a coorientation approach to consensus building; the effects of androgyny and message expectations on persuasive communication; a nonverbal communication classification system for teaching behaviors; interpersonal communication skills in leaders; communication in an open learning environment; a rhetorical analysis of the Kent State incident; sex differences in persuasion; an analysis of consensus, distinctiveness, and consistency information; persuasive communication and attitude change; communication style; the Gray Panther response to ageism; social style in primary relationships; and a study of information seeking. (HAI)

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Speech Communication and Communication Processes:

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A CRITICAL INQUIRY INTO THE NATURE OF CREATIVITY IN ADVERTISING COMMUNICATION

Order No. 7805244

BENGTSON, Timothy Andrew, Ph.D. Northwestern University, 1977. 302pp.

This study is concerned with critically examining the process by which advertising copywriters and artists, prominent among today's rhetors, create persuasive communications campaigns and also the strategies they devise to convince others of their creative expertise. Most working materials employed here were gathered in two ways: first by conducting comprehensive interviews with expert advertising practitioners and advertising educators, and second by studying books and articles dealing with creativity generally and creativity in advertising in particular.

The first part of the dissertation establishes the rhetorical background. Considerable attention is given to the ancient doctrine of inventio, especially the concepts of topoi, proofs, and stasis. The ancient doctrine emphasized finding arguments rather than actually "inventing" them in the current sense of the term. Only in a context outside rhetoric did ancients like Homer and Plato address the still-mystifying topic of inspiration.

The second section analyzes the contemporary view of creativity in general, as articulated by creators themselves and social scientists. Several related subjects are scrutinized, for example, stimulants to creativity and the bisociative nature of the creative act. Principal emphasis is put on what is termed the creative process; each stage, including Preparation, Incubation, Illumination, and Verification, is individually surveyed.

Madison Avenue's creative practices and notions on creativity comprise the next major section. The same elements contained in the general creative process are found in advertising, and many cases support the paradigm's validity. However, some object to its practicability, arguing that neither advertisers nor agencies can, for example, afford to wait for gestation to run its indefinite course. These critics argue that competent copywriters and artists should be able to produce acceptable ideas on demand. Not irrelevantly, they add that the lack of lead time in agency operations may account for the impotence of some campaigns. Finally, although advertising concepts may be objectively evaluated, such results are not typically conclusive for several reasons.

In response to advertising's difficulty in evaluating concepts empirically, copywriters and artists attempt to manipulate the validation process by devising strategies to influence advertisers' subjective judgments. Five strategies are identified in the dissertation's fourth major section, including building an association with agencies whose image strengthens one's own credibility; working on the "right" accounts, of which there are at least five; conforming as necessary to different advertisers' stereotype of the creative person; gaining visibility in the media; and finally, by actively seeking awards for creative achievement. These strategies enable one to enlarge and deepen his image as a creative expert and favorably affect the disposition of his conceptions.

Among the major findings in addition to those already noted are that Illumination is the crucial stage in the creative process, for only true creators experience inspiration; that, according to incubation theory, one solves problems by directing attention away from them; that instead of being products of inspiration, most advertisements are the result of simple craftsmanship; that since inspirations occur briefly and unpredictably, one should attend to them immediately and completely; that the nature of one's endeavor determines the type of validation system he utilizes to evaluate alleged inspirations; that the empirical validation system, found in the sciences, does not consider the creator's past accomplishments or lack of them but the merits of the particular conception alone, thus giving no advantage to the expert over the tyro; and that the subjective validation system, often resorted to in advertising due to the unsatisfactoriness of empirical methods, does indeed consider such factors as one's past experiences and accomplishments, thereby offering a decided advantage to the established copywriter and artist over the neophyte.

SPEECH COMMUNICATION DIFFICULTIES EXPERIENCED BY INTERNATIONAL PROFESSORS TEACHING IN UNITED STATES UNIVERSITIES

Order No. 7803717

CALLENS GREGG, Virginia Ann, Ph.D. University of Missouri - Columbia, 1977. 274pp. Supervisor: Dr. Clifton Cornwell

This study disclosed speech difficulties experienced by international professors teaching in United States universities. Twelve male international professors from the University of Missouri at Columbia campus served as subjects. They represented a wide range of demographic data in at least seven areas: 1) native country, 2) native language, 3) academic discipline, 4) present ranks and titles, 5) country awarding terminal degrees, 6) years living in the United States, and 7) years teaching in the United States.

The main research tool was the intensive interview. Each subject participated in three types of intensive interviews: 1) the informal, 2) the non-directive, and 3) the focused intensive interview. Each interview lasted an average of one and one-half hours. All interviews were audio recorded and transcribed to insure accuracy in coding and quoting disclosures.

Four underlying causes pervaded all difficulties: 1) difficulty attempting to attain status and respect as manifest in their native countries; 2) difficulty attempting to implement own cultural education philosophies and practices; 3) difficulty adapting to United States speech behavior and English linguistic structures; and 4) difficulty speaking within own self-image and presumed peer acceptance. The speech difficulties occurred consistently in three situational settings: 1) the classroom--lecture, large group, small group; 2) peer-academic--faculty meetings, committees, administrative duties; and 3) peer-social--lounge gatherings, luncheon dates, faculty parties.

The speech difficulties emerging from the first two underlying causes were generally disclosed as reluctance to reject native culture dictations and accept American culture dictations. Most resultant difficulties were experienced in classroom and peer-academic settings. The difficulties emerging from the last two underlying causes reflected various levels of ability to adapt to the English language and American social culture traits. There were actual and presumed difficulties. Most resultant difficulties were experienced in peer-academic and peer-social settings.

There were no direct relationships between presumed and manifest difficulties. However, regardless of manifest language ability, the professors who held high self-image and peer acceptance experienced little speech difficulty, and the professors who held low self-image and peer acceptance experienced most speech difficulty.

Inherent and consequent speech difficulties emerged from all underlying causes, and were experienced in all situational settings. The most often disclosed inherent speech difficulties were: 1) reticence, 2) fear of linguistic errors, 3) inability to deviate from monologue speech behaviors and accept interruptions, 4) choosing appropriate discussion topics, 5) employing informal appellations, 6) overcoming humility, 7) speaking personally and informally, 8) accepting vocational as opposed to liberal views of education, 9) accepting student happiness over student education, and 10) speaking to the low intelligence level of Americans. Consequent speech difficulties usually resulted from the professors' native culture speech patterns that emerged as authoritative, defensive, or humble, ignorant when exercised in the United States. These consequent difficulties were initiated by Americans' feedback reflecting the professors' natural cultural speech behavior, and not by the professors' negative intentions.

Several conclusions reflected demographic data: 1) Country--a) Oriental professors experienced most reticence, b) European professors experienced fewest speech difficulties; 2) Academic Discipline--a) professors teaching upper-level Medical School courses experienced fewest speech difficulties; b) professors teaching foreign languages experienced fewer speech difficulties than other non-medical professors, and c) professors teaching lower level School of Agriculture

courses experienced most speech difficulties; and 3) Native languages, rank or position, country of terminal degree, years lived in the United States, and years of teaching in the United States did not noticeably influence the speech difficulties.

THE RHETORIC OF EXCLUSION: ARGUMENTS OF "THE PEOPLE" ON BEHALF OF IMMIGRATION RESTRICTION Order No. 7806681

CHANDLER, Clarence William, Ph.D. The University of Florida, 1977. 141pp. Chairman: Donald E. Williams

This study considers a rhetorical movement as a function of four elements: (1) a goal, (2) collective effort striving toward the goal often resulting in (3) drama, and (4) a resolution of the movement, be it denial or confirmation of the goal. With respect to the movement to limit immigration, this thesis notes that all elements have been studied by historians, but that resolution has often been viewed by students of public communication as a mere counting of votes, or an examination of election results. It is held here that resolution might be viewed in a more meaningful manner by students of public communication. Moving from McGee's hypothesis that "a people," and their convictions, can be studied by using rhetorical documents to construct a portrait of "the people," and therefore their convictions, not as they might have been, but as they were, this study depicts the people as they favored or disapproved immigration restriction laws as a characterization or index of a movement and its resolution.

The study describes the major arguments of three episodes: Debate upon restriction of Chinese immigrants, debate upon a series of general regulation and control laws, and debate upon a general and quantitative restriction of immigration through literacy and quota provisions. The study illustrates that by using McGee's hypothesis the rhetorical critic is able to understand the effect of speaking in a movement without counting votes or examining the results of an election. By viewing the resolution of a movement in terms of an audience reaction that reflects how that audience was thinking, the study has reflected the impact of public communication of a movement in terms of what was being thought and felt at that moment. In other words, the concept of "the people" becomes more than a mere demographic consideration; we have an index for characterizing "the people," as they lived.

THE ANGLO-SAXON BOAST: STRUCTURE AND FUNCTION Order No. 7805253

CONQUERGOOD, Dwight, Ph.D. Northwestern University, 1977. 225pp.

This study identifies the boast as a distinct genre of rhetoric and explains its presentation in Old English literature. Instead of an arcane literary motif, the boast is approached as an enduring verbal strategy for coping with existence. This genre of utterance is defined as the narrative assertion of identity as a pledge to future action. The structure of a boast is formed by the coalescence of three essential elements: Identification, Time, and Resolution. All speaking is self-revelatory, but in the boast identification is featured; the speaker deliberately defines his substance. The self is given a unity and persistence--an identity--through the narrative "I was, I am, I will." Time functions dynamically in these speeches of self-definition. The boaster summons forth a useful past which propels him toward yet more daring exploits. Thus the past functions as a springboard for future deeds. Because the boast is future-oriented, resolution is essential to every boast. The boaster seizes hold of his existence and emerges from self-reflection with a decisive "I will!" From these essential elements emerge three stylistic tokens--direct credibility, argument from definition, symbolic confrontation with death--which help the critic identify discourse as a boast.

Closely related to the structural characteristics are four socio-cultural functions of a boast: 1) constitution of self, 2) rhetoric of commitment, 3) stabilizing strategy, and 4) epideictic function. Uttering a boast constitutes the self-hood of the speaker. Saying "We are brave, we are a heroic people" is a way of being courageous. The boast builds and buttresses a sense of self, and at the same time commits and binds the speaker to a course of action, way of life. The freedom to assert an identity is tempered by the responsibility of fulfilling the implications of that identity. The third function, stabilizing strategy, is related to the symbolic confrontation with death stylistic token. Speaking about the worst that may happen braces the speaker and fixes his resolve. Verbally confronting the terror is a way of exorcising fear and doubt. Finally, with the epideictic function, the boast reinforces and perpetuates community values in a rhetorically compelling manner. The boaster defines himself according to the values his group or society deems "boastworthy." Boasts help create and sustain the rhetorical visions which transform a collection of individuals into a community.

The contextual meaning of beot and gilp (the Old English words for boast) in Old English literature reveals the social attitudes and connotations surrounding the custom of boasting in Anglo-Saxon society. In secular heroic poetry boasting is consistently associated with the best and most honorable part of life. In Christian didactic poetry and prose beot and gilp become "devil terms." A study of boast-speeches, however, demonstrates that as a structuring principle of discourse the boast persists in religious writings. The theory of the boast set forth in this study is able to uncover unidentified boasts in Biblical narratives and saints' lives. The hermit Guthlac, the virgin martyr Juliana, the Christian King Edmund share the same universe of discourse with the secular heroes in Beowulf, The Battle of Maldon, and Waldere. The Anglo-Saxon Christian saint and heroic warrior are united by how and what they speak. They both share a view of existence shaped, in part at least, by boasts.

While this study focuses upon the Anglo-Saxon boast, comparisons are made with boasts in other cultures. Literary boasts from the works of Shakespeare, Milton, Tennyson, Beckett and the Bible are briefly mentioned. Boasts in contemporary non-literary discourse are also identified.

PARALINGUISTIC CUES AT THREE LEVELS OF EMOTIONAL INTENSITY IN ACTUAL AND SIMULATED CRISIS COMMUNICATION Order No. 7803220

FRIEDLEY, Sheryl Ann, Ph.D. Purdue University, 1977. 135pp. Major Professor: Ralph Webb

This study was an empirical investigation of paralinguistic cues in crisis intervention telephone communication. Seven paralinguistic cues (level of pitch, rate of speaking, articulation errors, editorial errors, filled pauses, within-response pauses, and sobbing) were examined from actual and simulated crisis communication produced at three levels of crisis intensity (general information/referral, continuing life situation, and immediate problem situation). The study was essentially a two part study. Part I was a test of 21 hypotheses generated from three basic questions which served as the foundation for investigation: (1) Do paralinguistic cues vary among levels of emotional intensity in actual crisis intervention telephone calls? (2) Do paralinguistic cues vary among normal voice samples and levels of simulated (role-play) crisis emotional intensity? (3) Does actual crisis communication differ from simulated (role-play) crisis communication? Part II investigated three research questions: (1) Can paralinguistic cues be used to categorize accurately the crisis call? (2) Can paralinguistic cues be used to predict the level of intensity perceived in the caller? (3) Can paralinguistic cues be used to predict the level of lethality reflected in the call?

In Part I data were generated to investigate seven paralinguistic cues at three levels of emotional intensity in both actual and simulated crisis communication. From the research literature, 14 specific hypotheses were advanced concerning increases in each of the seven paralinguistic cues across increasing levels of emotional intensity in the actual and simulated crisis communication.

On the premise that role-playing as a crisis intervention training tool generates an accurate reflection of the emotions and paralinguistic cues found in actual crisis communication, seven hypotheses were posited about the difference between paralinguistic cues in actual crisis communication and those in simulated (role-played) crisis communication.

The two independent variables utilized in Part I of this study were: type of call (actual and simulated) and level of intensity (general information/referral, continuing life situation, and immediate problem situation). Actual crisis communication consisted of the initial three-minute segments of tape-recorded telephone conversations placed to a crisis intervention service. Simulated communication consisted of the initial three-minute segments of tape-recorded role-played telephone conversations performed by Lafayette Crisis Center volunteer trainers. The simulated crisis communication samples correspond in subject matter to the samples from the actual crisis condition.

In Part II data were gathered to test three specific research questions: (1) can paralinguistic cues be used to categorize accurately the crisis call? (2) can paralinguistic cues be used to predict the level of intensity perceived in the caller? and (3) can paralinguistic cues be used to predict the level of lethality reflected in the call? Subjects were asked to listen to the samples of actual crisis communication and make three perceptual judgments related to these specific research questions.

Significant differences were located between actual and simulated crisis communication as well as across levels of crisis intensity. Further, specific paralinguistic cues were found to assist in predicting accurately categorization of the call, perceived caller intensity, and perceived call lethality.

COMMUNICATION IN THE MIGRATION TO KENTUCKY, 1769–1792 Order No. 7802958

GARCIA, Hazel Faye, Ph.D. The University of Wisconsin–Madison, 1977. 647pp. Supervisor: Associate Professor Mary Ann Yodelis Smith

This study examined communication in the development of an area from wilderness to frontier to statehood. These major questions were asked: 1) what information existed about the migration to, and early development of, Kentucky from 1769 to June 1, 1792, and 2) by what means did information travel? In seeking answers to these questions, the study explored relationships between communication and development of a new area.

Procedures included: 1) establishing the communication context for the migration; 2) analyzing content of letters and newspapers of Virginia, Kentucky, and Pittsburgh, Pa.; and 3) establishing patterns of letter exchange. Routes over which information could travel (including postal route development) and information channels (magazines, newspapers, and letters) were described and related to the Kentucky migration. Letter and newspaper content were studied for indications of social, political, and economic development of the new area, and letter origins and destinations were documented.

Regarding the means by which information could travel, American colonists had done little to develop transportation or postal systems by 1769. Although innumerable Indian paths and animal trails crisscrossed the eastern third of the continent, colonists used only those east of the Appalachian mountain chain. By 1775 and the battles of Lexington and Concord, only three roads extended significantly westward. Braddock's and Forbes's roads, built to Fort Pitt (Pittsburgh) for military campaigns at England's behest in the 1750's, were seldom used until the Kentucky migration peaked in the 1780's. Colonists alone built the third road (from the Yadkin River in North Carolina, to Boonesborough in present Kentucky) specifically for settlers. Colonists did not develop an inter-colonial postal system, and the southern colonies refused for four decades to join the England-initiated mail service begun in 1692.

Analysis of letters and newspapers showed that the former contained much more news about the migration and early Kentucky development. Contemporaries could have learned little from newspapers about the Kentucky country. The study assumes that the thousands of migrants based decisions to migrate on information. The scant and overwhelmingly negative newspaper content, however, supports the supposition that people did not use newspaper information for making such decisions. Analysis of letter-exchange patterns showed that: 1) Virginians and people in the Kentucky country wrote most of the 1,007 letters; 2) most of the letters passed between individuals outside the Kentucky country; 3) letter exchange within the Kentucky country did not begin until the early 1780's when social institutions began to develop; 4) externally-exchanged letters decreased over time while internally-exchanged letters in the Kentucky country increased; and 5) external letters into the Kentucky country decreased over time while internal letters to outside the Kentucky country increased.

Based on study of the context of the migration, research suggests that, at best, only rudiments of a colonial communication system existed before the American revolution. Colonists functioned within an England-oriented system, until westward migration eroded ties to England. After the revolution, components of an American communication system expanded rapidly, and westward. Further, based on analysis of letter exchange, research suggests that external political, social, and economic processes propelled Kentucky development, and, in this context, the frontier was not a society aborning, but an expansion of an older, growing society.

AN ANALYTICAL STUDY OF THE RHETORICAL THOUGHT OF RUDOLF STEINER WITH SOME IMPLICATIONS FOR THE TEACHING OF SPEECH Order No. 7805183

GLAS, Werner Gustav, Ph.D. Wayne State University, 1977. 280pp. Adviser: George Bohman

This dissertation is a descriptive, analytical, and interpretative study. It begins by examining the complex biographical, cultural, and social influences at work in the shaping of Rudolf Steiner's rhetorical thought. While Steiner is best known as the founder of Anthroposophy, it appears that he was well versed in classical rhetorical theory, although his university education in Vienna was largely that of a scientist and philosopher. He was a devoted student of Karl Julius Schröer, a classical rhetorician. He taught speechcraft in Berlin for several years. He was a prolific lecturer and gave more than five thousand lectures. He also trained others for the cultural and political platform.

Steiner's rhetorical ideas have philosophic, religious and social ramifications. The dissertation examines Steiner's cognitive framework of reference from three angles. His statements on the history of rhetoric are placed in the larger context of his work as a historian of consciousness. His Philosophy of Freedom is shown to be an essential background for his discussion of the rhetorical process. His educational philosophy and the concept of man on which it is based is seen as a fundamental as well as a semantic influence on his rhetorical reflections.

Many of Steiner's specific statements on rhetorical matters are not readily available and have not previously been accessible in English. Relevant source material has been translated and inserted in the dissertation. It is ordered according to the five parts of rhetoric, so that the analysis of rhetorical particulars is preceded by detailed evidence.

In addition, both the indirect and overt meanings of Steiner's ideas for speech pedagogy are explored. The conclusion of this section of the study is a hypothetical master of arts in public speaking program incorporating Steiner's indications.

The dissertation emphasizes that Steiner did not produce a complete rhetoric. He did concern himself with significant epistemological and ethical questions relevant to the rhetorical process.

Steiner was conversant with Aristotle, but his rhetorical thinking can be seen as a modern continuation of the rhetoric of Plato. Fundamental differences and likenesses between Plato and Steiner are examined. In the Phaedo Plato describes "ideas" as existing in spheres apart, constituting a plurality of detached essences. Influenced by Goethe's concept of metamorphosis, and the monism of Haeckel, Steiner describes a process of invention leading to a dynamic world of archetypes. He combines concepts of evolution, interaction, and mobility in his understanding of universals.

Steiner elaborates different levels of mental activity and suggests that these have different laws. He regards philosophical realism as valid for the speaker in quest of universals, provided that he is aware of human limitations which enable individualized concepts to be grasped rather than total concepts. These are aspects of truth. It is this relative truth of individualized concepts which is active in speaking situations. The speaker must have an awareness of the interaction process between his own relative truth and the psyche of the auditors. Steiner is particularly concerned with the ethical relationships between speakers and auditors.

He also elaborates an expanded view of memory which interacts with invention in processes of meditation.

In the evaluative portion of the dissertation there is some reflection on the relationship between Steiner's work and some twentieth century American developments in the theory of public address.

ATTITUDES OF BLACK CHURCH MEMBERS TOWARD THE BLACK ELDERLY AS A FUNCTION OF DENOMINATION, AGE, SEX AND LEVEL OF EDUCATION Order No. 7805433

GRAY, Cleo Jones, Ph.D. Howard University, 1977. 185pp. Director: Dr. Lovenger H. Bowden

In recent years there has been considerable discussion regarding the communication of stereotypic attitudes toward the aged by other groups in the American society. In an early assessment of the status of the aged, Drake (1958) pointed to the fact that the aged do not constitute an independently functioning subgroup with a unique history or culture, creating one of the major differences between the status of old people and that of the traditional minorities in the society. More recently, Butler (1975) concentrates on the communication of negative stereotyped attitudes toward the aged in the form of inadequate physical and psychological services offered and the discrimination against older people in employment and other social areas of life. While empirical support for generally negative attitudes toward the aged is offered by these investigators and others (Tuckman and Lorge, 1953; Kogan and Wallach, 1961; Bell and Stanford, 1973), little is contained in these discussions about the attitudes of the black population toward the elderly. None of the studies are designed to determine specifically the attitudes of the black population toward the elderly black. Jackson (1968) strongly states the position that findings of research cannot be generalized to all ethnic groups, and that race is a critical variable in the study of social perception.

As an initial empirical venture in the study of attitudes held – and thus communicated – by blacks, this study focuses only on the response of this population to the aged black. The study is further limited with respect to age, sex, level of education and membership in a black church, the major interacting institution in the life of the aged.

Using a study sample drawn from the total population of male and female members of three different denominations and churches (N=210), and employing Kogan's Attitude Toward Old People Scale (a Likert-type scale of 17 matched positive-negative pairs), the following null hypotheses were tested: (1) There is no significant difference in the attitude of black church members toward the elderly as a function of denomination. (2) There is no significant difference in the attitude of black church members toward the elderly as a function of age. (3) There is no significant difference in the attitude of black church members toward the elderly as a function of sex. (4) There is no significant difference in the attitude of black church members toward the elderly as a function of level of education.

Following tabulation and analysis of the completed scales, Chi-square was used to test significance. A Chi-square analysis of the data revealed the following: (1) No significant difference concerning overall attitudes was found to exist as a function of Denomination. (2) No significant difference concerning overall attitudes was found to exist as a function of Sex. (3) No significant difference concerning overall attitudes was found to exist as a function of Age Group. (4) No significant difference concerning overall attitudes was found to exist as a function of Level of Education.

However: A high degree of consistency was found to exist among the sample means. The negatively worded statements elicited more favorable sentiments. Subjects disagree more with statements commenting adversely on old people than they agree with statements praising old people. The per item means in 32 items is smaller than 4.00 – the hypothetical indifference point. Thus, church member blacks tend, in general, to be more favorable than unfavorable in their attitudes toward the elderly Black. Significance was found in responses of the sample regarding residential aspects of the aged. By denominations, major significance was also noted in items regarding personal needs of the elderly, which may be referred to here as "validating needs" (seeking "love and reassurance" and "attention and response from others"). By sex and age level, there was major significance in attitudes regarding personal mannerisms and habits of the elderly. The major significant differences within the Educational Level Variable focused on personal cleanliness of the aged, the cleanliness of their homes, and their involvement in public life.

As the data suggest that a positive attitudinal climate exists in the Black church and is thus communicated, recommendations were made to structure and implement programming and activities which serve to enlarge the positive climate and to mitigate against the propagation of negative attitudes toward the elderly.

THE RHETORIC OF BLACK CONGRESSMEN, 1870–1877: AN ANALYSIS OF THE RHETORICAL STRATEGIES USED TO DISCUSS CONGRESSIONAL ISSUES Order No. 7802526

HASKINS, William Anthony, Ph.D. University of Oregon, 1977. 295pp. Adviser: Dr. Charley A. Leistner

The focus of this study is upon the rhetorical strategies used by black congressmen during Reconstruction. The black speakers included: Robert Brown Elliott, Richard H. Cain, Robert C. DeLarge, Joseph H. Rainey, Alonzo J. Ransier, Benjamin S. Turner, Hiram R. Revels, Blanche K. Bruce, John R. Lynch, Josiah T. Walls, Jefferson F. Long, John A. Hyman, Charles E. Nash, and Pinckney B. S. Pinchback.

The black congressmen discussed five major issues: civil rights, education, violence, politics, and economics. The study attempted to assess the appropriateness of their rhetorical strategies used in these discussions. Primary material came from the Congressional Globe, Congressional Record and newspapers. Additional biographical material came from books, biographies, autobiographies, dissertations, journals, and government documents.

The study showed that numerous rhetorical strategies existed in the congressmen's statements. After investigating these strategies, the study further evaluated them in light of five hypotheses. The first hypothesis was: black congressmen attempted rhetorically to prevent acceptance of the developing social norm, separate but equal. The hypothesis was denied. The vast majority of black congressmen failed to discuss the doctrine. The second hypothesis was: black congressmen demonstrated rhetorically social and political acuteness in debating civil rights issues. The hypothesis was confirmed. Their strategies of distinction, justification, emphasizing inequity, and favoring mixed schools stressed appropriate appeals in advancing accurate claims upon the civil rights issue. The third hypothesis was: black congressmen's statements harbored a minimum of vindictiveness toward their former oppressors. The black congressmen's statements, as stressed by their strategies of humor, political freedom, and anti-violence, harbored a minimum of vindictiveness, thus confirming the accuracy of hypothesis three. The fourth hypothesis was: black congressmen's rhetoric did not reflect the stereotypic image of "sambo" or "devil" that were attributed to them by Southern whites. The hypothesis was confirmed. The congressmen's rhetoric did not portray them as a "sambo" or "devil." The final hypothesis was: black congressmen advanced rhetorically a contemporary sociological perspective that inferiority was a derivative of inferior social conditions, not racial characteristics. The hypothesis was confirmed. Their strategies of distinction, inequity, and unification advanced the perspective that inferiority became a derivative of inferior social conditions, not racial characteristics.

Clearly, a majority of the rhetorical strategies proved appropriate in light of the issues discussed. Their strategies stressed sound reasons for reform in the South and for passage of specific legislation. Persuasive appeals emphasized by the strategies also proved appropriate in advancing specific claims. In general, the congressmen's rhetoric did not exaggerate the problems faced by blacks. They were perceptive in their analyses of issues and advanced reasonable claims for resolving them. Their rhetoric portrayed them as reasonable, humane men who sought not "Negro domination" but racial harmony.

PERCEPTION OF A COMMUNICATION SOURCE: AN EXAMINATION OF THE IDEAL POLITICAL CANDIDATE AS A FUNCTION OF SELECTED VOTER CHARACTERISTICS

HELLWEG, Susan Aileen, Ph.D. University of Southern California, 1977. Chairperson: Professor Kenneth K. Sereno

This study was designed to examine the positioning on the semantic differential of the ideal male political candidate, employing source credibility and homophily as a basis for analysis. In addition, this conceptualization was examined as a function of selected voter characteristics (sex, political party affiliation, liberal-conservative tendencies, dogmatism), in order to determine if this conceptualization varied on this basis. Predicated upon rationale provided by communication, political science, and social psychology literature, it was predicted that the majority of credibility items (generally speaking, from composure, extroversion, and sociability dimensions) and all homophily items for the ideal male political candidate would be positioned significantly away from the extreme positive end of the semantic differential. It was further predicted that the marking of credibility items significantly away from the extreme: (1) would be greater for male than for female respondents; (2) would vary inversely as a function of respondent dogmatism; (3) would have no relationship to respondent political party affiliation; and (4) would have no relationship to the liberal-conservative tendencies of respondents.

Three hundred and ninety college students completed a series of questionnaires during the week prior to the 1976 General Election. Respondents were initially provided with a questionnaire to ascertain sex, political party affiliation, and liberal-conservative tendencies. Next, subjects were asked to complete credibility and homophily items in response to the ideal male political candidate. After collecting the ideal candidate questionnaires, the researcher distributed another set of identical questionnaires and requested the respondents to fill these out, using as a personal referent a current political candidate, Gerald Ford. This set of questionnaires was augmented by an item which required respondents to indicate how ideal they felt Ford was as a candidate. Finally, a questionnaire to tap subject dogmatism was administered.

The data derived from this study were submitted to a variety of statistical procedures: (1) Q-factor analysis, to determine if differences in respondent characteristics, as reflected in the receiver variables examined in the study, were responsible for variances across items in the perception of the ideal male political candidate; (2) single sample t test, to test the underlying extremity assumption of the semantic differential against any other positioning of the ideal male political candidate; (3) strength of association test (omega squared), to determine the meaningfulness of significant deviations from the extremity assumption; (4) multiple regression analysis, to test the utility of a standard coding strategy, as opposed to an overall recoding strategy, or an individual recoding strategy, in the prediction of the overall construct in question (using as a criterion variable the additional item on the questionnaires relating to the personal referent), from the responses to individual credibility and homophily items for the real candidate; and (5) factor analysis, to determine the factor structure for the ideal candidate, as well as the personal referent, as a function of each of the coding strategies.

The basic hypothesis, which challenged the extremity assumption of the semantic differential on the basis of responses to credibility and homophily items for the ideal male political candidate, was confirmed. The predicted relationship between the marking of credibility items and respondent sex was not supported. The predicted relationship between the marking of credibility items and respondent dogmatism was also not confirmed. However, both predictions for the marking of credibility items with respect to respondent political party affiliation and liberal-conservative tendencies were supported. In addition, neither of the two recoding strategies provided a better predictor for credibility or homophily than the standard coding strategy. The results were discussed in terms of the methodology utilized and the theoretical rationale upon which the hypotheses were generated. Suggestions for future research were advanced.

(Copies available from Micrographics Department, Doheny Library, USC, Los Angeles, CA 90007.)

SOURCE CREDIBILITY AND ATTITUDE CHANGE: A MULTIDIMENSIONAL SCALING APPROACH Order No. 7802545

McCAIN, Kenneth Gary, Ph.D. University of Oregon, 1977. 118pp. Adviser: Donald S. Tull

In the study of attitude change as a function of the credibility of an information source it is generally accepted that more credible sources have greater impact on attitude change than less credible sources. The construct of credibility has been found to be multidimensional.

Osgood and Tannenbaum's semantic differential scales have been the primary instrument used to measure the magnitude and direction of attitude change resulting from a message as a function of source credibility. Semantic differentials require a priori definition of appropriate scales and yields ordinal data which is inappropriate for many posterior analysis. Osgood and Tannenbaum's model provides unidimensional solutions.

This dissertation was undertaken to examine multidimensional scaling (MDS) as an alternative to the semantic differential in studying attitude change as a function of source credibility. Use of MDS does not require a priori scales and yields more interval data.

A pre--post design with a treatment group of 32 and a control group of 35 (after mortality) were tested with both a MDS instrument and a set of semantic differentials. Attitude changes for sources and concepts were predicted using Osgood and Tannenbaum's Congruity Principle.

Convergent validity of the MDS model with the semantic differential model was determined by testing: 1) the hypotheses that the two sets of measures differ only because of errors of measurement and because of differing origins and units of measurement. The hypothesis could not be rejected for measures of either sources or concepts evaluated; and 2) that the correlations between predicted and actual attitude changes of source and of concepts are the same for both models. This hypothesis could not be rejected.

Hypotheses that predictions and attitude changes of several Congruity Principle corollaries are the same with both models could not be rejected.

A COORIENTATION APPROACH TO CONSENSUS BUILDING IN TWO WISCONSIN COMMUNITIES Order No. 7725834

MEILLER, Larry Ralph, Ph.D. The University of Wisconsin-Madison, 1977. 180pp. Supervisor: Professor John H. Fett

Many communication studies have used the coorientation model to describe relationships between systems. This research utilized the model, but departed from most previous studies in that coorientation measurements were taken before and after experimental treatments. The research was designed to test whether it was possible to increase the amount of discussion related to community development problems and move groups toward accurate perceptions of others' positions and toward greater agreement on development priorities. The study addressed the practical question of how to obtain accurate information about community development problems and how to involve citizens in planning for change in local communities. In addition, the research examined the role that opinion survey and opinion feedback by community newspapers can play in moving groups within a community toward discussing and solving the problems they face.

The research was carried out in two cities in northern Wisconsin. An interview team surveyed a random sample of citizens, the local elected officials, a group of community leaders and the local newspaper editors in both communities. Respondents were asked to identify existing community development problems, who the respondents had talked to about them, and the relative importance of the problems to the respondents. In addition, each respondent was asked to estimate how members of his own or other groups would rate these same problems.

Following the surveys, five newspaper articles were prepared and printed in the local paper of one community over a five week period. The articles dealt with information received from all respondents about the problems they saw in their community. The articles merely summarized what respondents and local authorities had said about problems. The relative importance of each problem category as seen by the groups was not included in the articles. Following the treatment in the experimental community, the same measures were taken in the two communities as were taken in the initial survey.

The basic findings were that the treatment newspaper articles succeeded in stimulating interpersonal communication on community development issues for all groups. All treatment groups were also able to identify more specific local problems at the time of the second interview. While agreement was high initially, the newspaper article feedback led to even closer agreement among groups in the treatment community. The groups in that community also became more accurate in assessing each others' position on local development problems. The groups' understanding of the problems also became more similar in the treatment community as compared to the control. In addition, within group agreement improved dramatically in the elected official and community leader groups, but not in the citizen group.

The research demonstrated that reporting differing viewpoints about local issues in the weekly newspaper can create a change in how individuals perceive problems and how they will talk about them. Clearly, the weekly newspaper can serve as a forum for airing conflicting points of view and stimulating discussion about resolution of these views. In addition, it can make these issues more important to the public.

The research also dramatized the fact that surveys similar to those conducted in this research can be useful in accurately assessing citizen feelings about community problems. Planners who wish to stir public interest in small communities might well consider the use of this survey technique.

THE EFFECTS OF ANDROGYNY AND MESSAGE EXPECTATIONS ON RESISTANCE TO PERSUASIVE COMMUNICATION Order No. 7806734

MONTGOMERY, Charles Ledford, Jr., Ph.D. The University of Florida, 1977. 115pp. Chairman: Michael Burgoon

A review of the literature suggests several key factors in the resistance to persuasion process. Receivers must be made aware of the existence of an impending persuasive message. Defenses against the impact of the coming message must be available. Receivers must be motivated to use available defenses. Receivers must be given the opportunity to build defenses against an attack message. Finally, when motivated to defend themselves, receivers often produce counterarguments which they use to combat the appeals in the attack message.

The literature also reveals that while attitude change researchers have paid close attention to receiver variables, those who have studied resistance to persuasion have not been so careful. More specifically, few resistance studies have considered the sex of the subjects in their theoretic formulations, and no resistance to persuasion researchers have investigated the effects of sex-role orientations on individuals' abilities to resist persuasive discourse. Since sex-role stereotypes are pervasive and commonly held in this society, this study uses them as a basis for operationally defining the basic principles in the resistance to persuasion paradigm. It is argued that differing levels of threat and motivation will affect receivers' productions of counterarguments.

Two hypotheses are tested. First, there will be an interaction between expectancy and the sex-typing of the receiver and source of a persuasive message such that: (A) Given traditional receivers, unexpected messages from traditional sources will elicit more resistance to persuasion than expected messages while expected messages from nontraditional sources will elicit more resistance to persuasion than unexpected messages. (B) Given nontraditional receivers, expected messages from traditional sources will elicit more resistance to persuasion than unexpected messages while unexpected messages from nontraditional sources will elicit more resistance to persuasion than expected messages. (C) Given traditional sources, expected messages will elicit more resistance to persuasion from nontraditional receivers than traditional while unexpected messages will elicit more resistance to persuasion from traditional receivers than nontraditional. (D) Given nontraditional sources, unexpected messages will elicit more resistance to persuasion from nontraditional receivers than traditional. Second, given traditional receivers, males will demonstrate more resistance to persuasion than females.

The experiment is a 2 X 2 X 2 X 2 design. The factors are: (1) sex, (2) receivers' sex-role: traditionally sex-typed versus nontraditionally sex-typed, (3) sources' sex-role: traditionally sex-typed versus nontraditionally sex-typed, and (4) sex-role related message expectations: expected message versus unexpected message. The dependent variable is resistance to persuasion and is measured on a four-item, seven interval semantic differential-type instrument. Receivers' sex-roles are measured with the BEM Sex Role Inventory. Manipulation checks include threat scores, expectancy scores, anticipatory attitude change measures, and credibility measures. These

measures have sufficiently high internal reliabilities. Proper control comparisons are made. The procedure involves inducing source characteristics, suggesting the existence of an impending persuasive message, and creating expectations concerning the content of the message.

The first hypothesis is confirmed; the second hypothesis is not. A significant three way interaction indicates that receivers' sex-roles, sources' sex-roles, and sex-role related message expectations combine to be important mediators of resistance to persuasion. The exaggeration effect of positive versus negative violations of expectancies is also found. The results of the threat and expectancy scores indicate support for the deductive model developed in the theoretic rationale. The results of the other manipulation checks reveal that credibility and anticipatory attitude change can be ruled out as competing explanations for the results.

A NONVERBAL COMMUNICATION CLASSIFICATION SYSTEM FOR TEACHING BEHAVIORS Order No. 7803746

MORGANSTERN, Barry Frazier, Ph.D. University of Missouri - Columbia, 1977. 132pp. Supervisor: Dr. James W. Gibson

This study examined three independently developed nonverbal communication classification systems for teaching behavior. Nonverbal teaching behaviors were defined, coded, and analyzed through the use of the Love and Roderick (1971), Grant and Hennings (1971), and Civikly (1973) category procedures. Subjects included three professors, randomly selected from the Department of Speech and Dramatic Art, University of Missouri-Columbia.

Through the use of three trained coders and eighteen categories of nonverbal behavior, nonverbal teaching behaviors were examined, identified and subjected to analysis. The purpose of the analysis was to answer three research questions. The questions were: 1. Is there a degree of agreement between the three independent nonverbal classification systems? 2. Are there characteristic clusters of nonverbal behaviors that occur with specific behaviors? 3. Are certain nonverbal behaviors contingent upon other behaviors?

Through an hierarchical cluster analysis of the overall data obtained, and the data derived from each subject, four major clusters of behavior emerged that represented various associations between category systems. The clusters included teacher-to-student interaction, teaching strategies, management and control, and involvement participation.

A comparison of significant pairwise clusters of behaviors within each major cluster was based on the application of the Pearson Correlation measure. This associative measure indicated that characteristic clusterings of behavior occurred with specific behaviors and supported the first two research questions.

An examination of the overall cluster structure and the clusters derived from the individual subjects did not clearly indicate a contingency effect. Specifically no behavior was found to correlate highly with a variety of behaviors that clearly showed such a relationship. This finding suggested that the four major clusters identified exhibited a robustness in that they appeared to be independent of each other.

The results of this investigation indicated that the combined use of these three category systems provided a more comprehensive description of teaching behaviors than either of the systems would provide on an independent basis. This finding suggested that the three observation schemes employed were compatible and that the development of a combined system for use in examining the nonverbal behaviors of teachers would be a reasonable possibility.

INTERPERSONAL COMMUNICATION SKILLS IN TASK-ORIENTED AND RELATIONSHIP-ORIENTED LEADERS Order No. 7806024

MURRAY, Robert Stuart, Ph.D. University of Georgia, 1977. 190pp. Supervisor: James Ledvinka

The study attempted to investigate the relationship between certain interpersonal communication skills and leadership orientation. Leadership orientation was determined by Fiedler's LPC scale and the interpersonal communication skills were those refined and operationalized by Carkhuff. One hundred-and-two commissioned and non-commissioned officers in the United States Army were examined to determine if any relationship existed between leadership orientation and communication skills.

The results of the study indicated that there were certain interpersonal communication skills associated with different types of leadership orientation. Specifically relationship-oriented leaders demonstrated high levels of the facilitative skills of empathy, genuineness, and respect; and task-oriented leaders demonstrated high levels of the initiative skills of concreteness and confrontation.

COMMUNICATION AND ALIENATION IN AN OPEN LEARNING ENVIRONMENT Order No. 7804104

OSTERMANN, Waldemar George, Ph.D. University of Illinois at Urbana-Champaign, 1977. 124pp.

The study examines alienation of students in an open learning environment as realized at Governors State University, Park Forest South, Illinois. The goal of the study is to determine the relationship between the communication organization of the open learning system and alienation of students. The formal GSU communication structure and the informal communication patterns are oriented toward maximum communication equality among the participants.

The analysis compares alienation of students at GSU with alienation of students at five other relatively structured universities and with the alienation of a general population sample. The analysis further compares the level of alienation of student subsamples of the four GSU Colleges and also of subsamples with respect to various demographic factors.

This study and similar studies in the other considered universities utilize the same instrument in measuring alienation, the Dean Alienation Scale. This instrument has been employed in numerous studies that measure alienation in educational, therapeutical, and other environments. The Dean Alienation Scale measures alienation along the dimensions of powerlessness, normlessness, and social isolation, as the subjects perceive these characteristics of the particular organizational communication environment under study.

The basic hypothesis was tested that reduction of alienation should occur at GSU in comparison to alienation in other universities which are differently organized. There also appear internal differences in alienation within GSU among segments of the university student population in so far as they differ in access to, or utilization of, the general communication structure. Considered demographic characteristics of the student body also represent a significant contributing factor to the level of alienation. But comparative alienation data with respect to the four colleges suggest a positive relationship of an appropriate communication organization and a lower level of alienation. The results of the study indicate that the level of alienation of GSU students is generally considerably lower than the degree of alienation of students in the other institutions and also of the general population.

A RHETORICAL ANALYSIS OF SELECTED INTERPRETATIONS OF THE MAY 1970 KENT STATE INCIDENT

Order No. 7804111

PAYNE, James Gregory, Ph.D. University of Illinois at Urbana-Champaign, 1977. 355pp.

The purpose of this study is to analyze rhetorically two divergent interpretations offered in explanation of the shootings incident at Kent State University in May, 1970. The interpretations examined include The Special Grand Jury Report of Portage County, one of the first official legal investigations of the incident and a product of individuals residing in the Kent area, and The Truth About Kent State: A Challenge to the American Conscience, written nearly four years after the shootings by Peter Davies, a New York Insurance executive, geographically removed from the Kent area. The primary objectives of the study are to examine mooted events, differences in weighting of the various incidents leading up to and including the shooting, and proofs employed in support of each interpretation. Mass individual psychological factors affecting the various arguments of each interpretation and their respective audiences are also of primary concern.

Rhetorical analysis of the interpretations involve use of Stephen Toulmin's method of analyzing argument, outlined in The Uses of Argument, and further explained by Wayne Brockriede and Douglas Ehninger in Decision by Debate. The Toulmin method provides the means by which detailed evaluative comparisons and contrasts of data, warrants, and claims of the two interpretations can be made and discussed.

A brief historical sketch of Kent State University and the surrounding area revealed a deepening strain in relations between the two communities, which was indicative of the national mood in 1970. Prior to May, 1970, Kent State had experienced little of the political unrest evident on the nation's campuses. Students For A Democratic Society achieved only token success in politicizing the student body, as many students openly opposed the SDS ideology. A non-evaluative synopsis of the events of May 1-4, 1970 conclude the contextual backdrop for the rhetorical analysis.

The Toulmin analysis of the Special Grand Jury Report reveal the jurors placed ultimate blame for the incident on the Kent State University administration and exonerated the National Guard. Both the FBI Report and the Report of the President's Commission on Campus Unrest contradict the Grand Jury's major claim that the Guard was surrounded, and forced to resort to armed self-defense. Furthermore, neither of the reports comment on the topic which received the most attention by the Grand Jury – University responsibility for the incident. The analysis reveals the Grand Jury Report to be characterized by inadequate and selectively used data employed to support unsubstantiated but clearly popular claims. The Grand Jury Report's dependence on implied warrants lends further support to the belief that the document served more as an apologia for local public opinion rather than as a serious investigation into the incident.

The background section of The Truth About Kent State reveals Peter Davies to be intensely interested in issues of social justice. Davies' predominant argument is to persuade the American people to demand that the federal government convene a grand jury to investigate the incident at Kent State. Supporting this main claim are several sub-arguments dealing with unresolved questions surrounding the shooting incident. None of the material is contradicted by the FBI Report or the President's Commission, and many claims and data are verified by these investigations. Davies' arguments are characterized by supplied warrants which, with the specific nature of his material, suggest he was addressing a heterogeneous audience that would demand all pertinent information prior to accepting a claim.

National and local reaction to the two interpretations is provided in the study. Overall, the analysis reveals the Davies' interpretation to be more detailed, more complete, more convincing, more to be relied on, and thus, overall the better interpretation of the events of May 1970 at Kent State.

SEX DIFFERENCES IN PERSUASION: TOPIC BIAS AND SOCIAL NORMATIVE FEMALE ROLE INFLUENCE

Order No. 7806064

PIERCE, Linda Lou, Ph.D. Kent State University, 1977. 173pp. Directors: Dominic A. Infante and W. J. Osborne

During the 1970's the Women's Movement heightened its campaign for equality between the sexes. Questions about sex differences in communication behaviors emerged with new interest. The primary purpose of this study was to investigate the area of sex differences in persuasion. Previous research seemed to show that men were generally more effective persuaders than women, and that women were more persuasible than men. Two variables were not systematically examined for their effects on credibility and persuasibility in the past research; they were sex biased topics and social normative female role attitudes.

The resultant three hypotheses were: Hypothesis One: Topics biased in the direction of the gender of the source will enable the biased sex source to be evaluated as a more credible source. Hypothesis Two: Topics biased in the direction of the gender of the receiver will enable the biased sex receiver to be less persuasible. Hypothesis Three: Social normative female role attitudes will interact with topic bias and with the sex of the source in credibility evaluations and in attitudes of the receivers.

Design and Procedures. The design of this research was Randomized Blocks utilizing a 2x2x2x2 factorial design. The independent variables were: sex biased topics, sex of source, sex of receiver, and attitudes toward female roles. The dependent variables were source credibility evaluations and attitudes toward the message.

During Spring Quarter 1977, over 700 Kent State University and Hiram College students were pretested to assess normative female role attitudes. Of these students, 610 subjects completed an assigned experimental treatment. The four treatment conditions were: a male biased topic (anti-ballistic missile system) with a male or female source, and a female biased topic (expression of emotions) with a male or female source. Following their reading of the messages, subjects indicated their perceptions of the credibility of the source and their attitudes toward the topic on semantic differentiation-type scales.

Results. Hays' method of planned comparisons failed to show support for the expected male source superiority on the male biased topic. However, Hays' method indicated that the female source was significantly more expert and more dynamic than the male source on the female biased topic.

The five four-way analysis of variance tests, using the credibility measures, indicated significant main effects in the factors of topic and female role attitudes.

Hays' method of planned comparisons showed support for greater female persuasibility on the male biased topic. No difference between male and female receivers were observed on the female biased topic.

The Dunnett t tests revealed no attitude change on the male biased topic, but significant attitude change on the female biased topic, with female receivers being responsible for the change. Additional Dunnett t tests indicated attitude shifts when considering each topic by sex of source for male and female receivers.

The four four-way analysis of variance tests, using the persuasibility measures, indicated a significant main effect in the factor of topic. A significant main effect for sex of source was noted on the dependent measure of attitude-object scores. Significant double interactions between topic and female role attitudes and between topic and sex of receiver were observed on three dependent measures of attitude. The Newman-Keuls a posteriori procedure indicated that female receivers responded to the male biased message more favorably than male receivers, and that persons with liberal female role attitudes responded more favorably to both messages than did persons with conservative female role attitudes.

Conclusions. Since hypothesis one centered on sex differences in credibility evaluations by topic bias, only limited support was gathered. Hypothesis three focused on interaction among topic bias, sex of source and female role attitudes. Strong support for part of this hypothesis rested with the persons with liberal female role attitudes and their lack of source preference on the male biased topic. Persons with conservative female role attitudes evaluated the female source as more expert on the female biased topic.

The second hypothesis focused on receiver persuasibility as a determinant of the sexual bias of the topic. Males were less persuasible than females on the male biased topic, as expected. Contrary to the second hypothesis, females were more persuasible than males on the female biased topic. Hypothesis three was also partially supported in that female role attitudes did interact with topic bias and sex of source. Persons with liberal female role attitudes indicated no source preferences. Persons with conservative female role attitudes were not more persuaded by the female source on the female topic nor by the male source on the male topic.

SOURCE EVALUATION AND ATTRIBUTION OF COMMUNICATOR ATTITUDE AS A FUNCTION OF CONSENSUS, DISTINCTIVENESS AND CONSISTENCY INFORMATION

PILAND, Richard Newton, Ph.D. University of Southern California, 1978. Chairman: Professor Edward M. Bodaken

This study initially examined the literature concerning: (1) theories of attribution, (2) consensus, distinctiveness, and consistency information, (3) attribution of attitudes, and (4) source evaluation. This literature and the theoretic positions of Jones and Davis (1965), Jones and McGillis (1976), and Kelley (1967, 1972, 1973) were synthesized in terms of interpersonal communication behaviors and processes. Three independent variables, each with two levels, were manipulated: consensus information (high, low), distinctiveness information (high, low), and consistency information (high, low). The two measured dependent variables were the subject's attribution of the communicator's attitude and his/her evaluation of the message source (i.e., expertness and trustworthiness).

Twelve hypotheses concerning the independent and interactive effects of the three types of information on attributed attitude and source evaluation were advanced. Specifically, it was hypothesized that attributed attitudes would be more extreme when a source's message behavior was characterized by low consensus (H_1), high distinctiveness (H_2), and high consistency (H_3) independently and when low consensus, low distinctiveness and high consistency information and high consensus, high distinctiveness, and high consistency information were in combination (H_4). Perceived expertness and perceived trustworthiness were hypothesized to be more positive under high consistency information (H_6 and H_8, respectively) and when high consensus, high distinctiveness and high consistency were combined (H_9 and H_{10}, respectively). It was also posited that expertness and trustworthiness ratings would be more negative when low consensus, low distinctiveness and high consistency were combined in describing the communicator's behavior (H_7 and H_8, respectively). Negative relations between attributed attitude and perceived expertness (H_{11}) and perceived trustworthiness (H_{12}) were also advanced.

One hundred and sixty-four subjects were tested. Subjects were asked to imagine that they were participants in a discussion with friends and acquaintances. A description of that discussion was provided including the opinionated comments on the experimental topic made by one of the discussants. Experimental subjects received one of eight sets of three pieces of information that characterized the target person's communicative behavior in terms of its consensus, distinctiveness, and consistency. Control subjects did not receive any information. Attributions of attitude and ratings of expertness and trustworthiness were determined. Data were analyzed by means of 3 separate 2x2x2 fixed-effects analyses of variance, multiple comparison t-tests, Pearson Product Moment Correlation Coefficients, and Omega-squared tests. Factor analyses of all scales used were also computed and reliability estimates were calculated.

Six of the experimental hypotheses appeared tenable while six were rejected in favor of the null forms. Specifically, consistency main effects were found for attributed attitude (H_3) and trustworthiness ratings (H_8). Highly consistent sources were attributed more extreme (i.e., highly correspondent) attitudes and judged more trustworthy than were inconsistent sources. The effect of consistency on credibility attributions was mediated, however, by a significant consensus x consistency interaction. Other findings indicated that highly consistent, discriminating sources who agree with others were perceived to be more expert (H_9) and more trustworthy (H_{10}). Expertness ratings were significantly lower in the low consensus, low distinctiveness and high consistency condition (H_7). Finally, a general inverse relationship between extremity of inferred attitude and source evaluation was found (H_{11}). The results of these tests as well as the failure to accept other hypotheses were made equivocal because of an unsuccessful manipulation of consensus information. The obtained results were discussed in terms of the literature and theoretic rationale which generated the hypotheses. A system of interrelated cognitive processes involving causal analysis, inferential processes, and attribution of meaning was offered. Suggestions for future research were advanced.

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PERSUASIVE COMMUNICATION AND ATTITUDE CHANGE: A FIELD EXPERIMENT Order No. 7804303

REHM, Bradford Everett, Ph.D. Southern Illinois University at Carbondale, 1977. 247pp. Major Professor: Keith R. Sanders

This research is an attempt to learn whether attitude components change simultaneously or serially. Balance theories in the tradition represented by Sherif and Cantril, Krech and Crutchfield, Katz and Stotland, through to Rosenberg, Breer and Locke, Rokeach, and McGuire suggest that an integrative process ensues when the individual receives cognitions, affects, or behavioral cues from his environment. The result can be the formation or the modification of the remaining components, or the rejection of the stimulus. The former alternative implies the virtually simultaneous adjustment of the components.

Innovation decision theorists, who have attempted to understand a process in many ways similar to that of attitude formation, have hypothesized the existence of serial change. Rogers and Shoemaker have found that cognitive data is assimilated first. This is followed by the modification of affects and, finally, the tentative adoption of new behavior. Thus, it was hypothesized that component change would take place serially.

Data for the research was accumulated during an experiment in ecological education. High school students in experimental and control groups were polled four times during a school year to find how the components of their related attitudes were changed by the experiment. The results did not support the hypothesis that component change is serial.

EFFECTIVENESS AND ATTRACTIVENESS AS A FUNCTION OF COMMUNICATOR STYLE IN TRIADS

Order No. 7804807

SCHROEDER, Anthony Bernard, Ph.D. The University of Michigan, 1977. 158pp. Chairman: Robert W. Norton

The purpose of this research was to determine if individuals develop interactive styles of behavior which influence their effectiveness and interpersonal attractiveness in a group setting. Theoretically, individuals develop styles of communicative behavior which have proved successful in the past and by that become part of the individual's repertoire of behavior.

A pilot study was conducted using the 1973 version of the Communicator Style Measure to determine if an individual's effectiveness and attractiveness could be perceived by others. The pilot study identified three CSM dimensions that related to effectiveness. The three dimensions were dominant, contentious, and impression leaving. No style variables were identified in relation to attractiveness.

The CSM was revised, due to the encouraging results of the pilot study by adding nine new dimensions to the 1973 version. Additional research was undertaken to determine if effectiveness and attractiveness are functions of observable style behaviors in a problem solving situation in triads.

The subjects volunteered from the fundamental communication course at The University of Michigan. The subjects first completed the CSM. The subjects were stratified on the dominance dimension of the CSM. The dominant dimension is used for stratification because of its importance in a variety of other communication studies. The 72 subjects were randomly selected from the three style profiles. The subjects were assigned to a triad by strata so that each triad had a high, mid, and low profile representative.

The subjects were asked to individually complete the American Values discussion stimulus instrument before interacting in a triad, for thirty minutes, to arrive at a mutual decision on which values best represent the United States in 1976. After the discussion the subjects were asked to complete a series of paired comparisons describing their perceptions of the other members of the triad.

The results support the research hypotheses that individuals with a high profile style are more effective and attractive. The CSM dimensions which relate to effectiveness are dominant, contentious, impression leaving, and having a good communicator image. The CSM dimensions which relate to interpersonal attractiveness are dominant, open, impression leaving, and communicator image. The results confirmed that an individual's communicator style is primarily environmentally influenced rather than gender influenced. Last, the results indicated, however not significantly, that the effective individual is attractive and that there are three stylistic characteristics held in common. They are dominant, communicator image, and impression leaving.

These findings provide many avenues for future research. The subjects were stratified on the dominant dimension and the covariates presented themselves as functions of effectiveness and attractiveness. What will the other covariates describe? This research utilized strangers, would an individual's interactive style change when among friends? Likewise, the ongoing nature of the style behaviors in a group need to be explored. The style dimensions may also suggest very interesting findings in the area of coalition formation.

A TIME TO PROTEST: THE GRAY PANTHER RESPONSE TO AGISM
Order No. 7803772

SHANABERGER, Paula Corsino, Ph.D. University of Missouri – Columbia, 1977. 203pp. Supervisor: Paul E. Nelson

This study examines the protest rhetoric emanating from the Gray Panthers. Available data suggested that the accomplishments of their protest can best be understood as the consequence of a well-timed response to a problematic situation. Pursuing this view, the author adapted the concept of timing as articulated by Bruce Gronbeck, and examined the elements of the Gray Panther movement which seemed related to the timing of their discourse. The construct developed by Gronbeck focuses attention on the following constituent variables: a) audience expectations, b) rhetors with appropriate ethos, c) messages, and d) forms of rhetoric. From this base, the Gray Panther protest, directed to the existing situation of agism, is studied in terms of: situational development affecting audience readiness and expectancies, the Gray Panthers as rhetors, message saliency in terms of temporal considerations, and appropriateness of rhetorical forms. A chapter is devoted to each of these elements.

An investigation of the audience expectations at the time of the Gray Panther protest is undertaken in Chapter II. A youth-oriented society affected attitudes toward aging and old people that made the reception of protest rhetoric possible. The conditions creating a climate of receptivity were: economic problems experienced by the elderly, discontent with mandatory retirement policies, undesirable dependency and a general fear of aging. Coordination of data demonstrates that a combination of environmental conditions and an increase in the number of old people contributed to the situation addressed by the Gray Panthers.

Chapter III describes the nature and structure of the Gray Panthers' organization to show how Panther rhetors recognized and exploited audience readiness. The influence of founder, Maggie Kuhn, the unique characteristics of the people involved and the quality of the ideology underlying the rhetoric are placed in bold relief with the messages and the auditors to assess the appropriateness of the protest and proper timing of the effort.

In Chapter IV, an analysis is made of the messages of the Gray Panther protest and the patterns of audience interaction with those messages. Messages primarily addressed the need for reordering the American value system, particularly as it defined situational elements such as income, retirement, health care and independence. The ultimate goal--elimination of discrimination--was sought through discourse and literature that expressed the inequities felt by old people and pointed to the benefits for all society if people were not devalued because of age.

The forms of rhetoric used by the Panthers are examined in Chapter V for appropriateness to the issues and the audiences addressed. Forms most characteristic of the protest were speeches, conferences, demonstrations and publications. Analysis reveals three predominant categories: education, persuasion and social criticism. Education was aimed at demythification and information-giving. Persuasion included an assertive posture in presenting evidence, logical appeals, and alternatives. Social criticism used in varying degrees enhanced credibility by reference to self and experience, and served as catharsis for the critics.

The construct of rhetorical timing provides a framework for structuring a mass of data into a manageable pattern for analysis. The major conclusion drawn from this analysis is that timing is a viable explanation for the presence and rhetorical efforts of the Gray Panthers. Given the emphasis on the value of proper timing of protest rhetoric, it is unlikely that the protest identity of the Gray Panthers could be sustained if the desired goals of reform are achieved. Whether their protest continued depends on the duration of the situation that called forth their discourse. Consistent with the proposed explanation of the emergence of and the receptivity to the Gray Panther protest rhetoric, based on four constituent variables, future study would indicate the impropriety of continuing a protest past its time.

A CONTEXTUAL THEORY OF SOCIAL STYLE IN PRIMARY RELATIONSHIPS: EXPLORATORY RESEARCH
Order No. 7803884

SNAVELY, William Brant, Ph.D. The University of Nebraska – Lincoln, 1977. 136pp. Adviser: Vincent Di Salvo

The study proposed a theory in explanation and prediction of a two-dimensional concept called social style. This concept involved the determination of an individual's distinctive pattern of communication behavior as perceived by others. Social style was found to be composed of two dimensions (assertiveness and responsiveness) which served as criterion variables for this study. The purpose of the research was to determine the theoretical impact of the context of an interpersonal relationship upon the perception of social style.

While it was demonstrated that the context of a relationship should have significant impact upon human communication behavior, the literature did not provide a suitable contextual scheme. Such a scheme was developed which specified three

macro categories of relationships (primary relationships, secondary relationships, and family relationships). Within the category of concern to this study, primary relationships were proposed to consist of three contexts (friendship, acquaintance, and co-worker). Based upon a review of contextual literature, it was proposed that the perceived social style for an individual is unique to the interpersonal context within which a relationship exists.

Given a premise that interpersonal perceptions of another's behavior are essential components of the interpersonal relationship, a set of thirteen dimensions of person perception were hypothesized to be predictive of social style in such a manner that the predictive models would be unique for each of the three contexts. The predictor variables for the study included interpersonal attraction (task and social dimensions), credibility (character, competence, composure, extroversion, and sociability dimensions), power, similarity (attitude, background, and value dimensions), trust, and versatility. These variables, along with the criterion measures of assertiveness and responsiveness, were operationalized and included in an experimental packet which 164 "target" individuals were asked to distribute to three others: a friend, an acquaintance, and a co-worker.

A total of 105 friends, 106 co-workers, and 109 acquaintances comprised the usable subject populations. Data collected from these subjects were submitted to a series of multiple regression analyses to test the hypotheses. The results supported a contextual view of social style in primary relationships. Given an inductive-deductive framework, three laws of interaction and 21 propositions were developed in support of the theory.

A MULTIVARIATE ROLE THEORY STUDY OF INFORMATION SEEKING
Order No. 7728282

ZIMMERMAN, Donald Edward, Ph.D. The University of Wisconsin-Madison, 1977. 186pp. Supervisor: Professor Claron Burnett

In this study, role theory concepts were used to develop the theoretical hypothesis that information seeking is a function of the social position, expectations, role skills, audience, and potential interactions.

Information seeking was explicated to include six dependent variables: 1) searching in the local newspaper; 2) searching in sources mentioned by respondents; 3) searching in both the local newspaper and sources mentioned by respondents; 4) the usefulness of newspaper stories; 5) the usefulness of sources mentioned by respondents; and 6) the usefulness of both newspaper stories and sources mentioned by respondents. Nineteen independent variables were explicated and used to structure 18 research hypotheses that were tested.

The research setting was the initial phase of a community development study in Lodi, Wisconsin. Ninety-one citizens, elected officials and community leaders were interviewed.

Multiple regression was used to test the 18 research hypotheses; five were rejected and thirteen were not rejected. Even though the results were mixed, they lend support to the theoretical hypothesis.

Though none of the independent variables added significantly to the explanation of information searching in the local newspaper, one variable--the perceived expectations of citizens who agreed with an active person--added significantly ($p < .059$) to the explanation of the usefulness of newspaper stories, with 3 per cent of the variance explained.

Six independent variables--the social positions of elected officials and community leaders, self-expectations, talking in small groups, talking to large groups, and education--added significantly ($p < .10$ or higher) to the explanation of information searching in sources mentioned by respondents; these variables accounted for 31 per cent of the variance.

For information searching in all sources, five independent variables--the social positions of elected officials and community leaders, self-expectations, talking to large groups, and education--added significantly ($p < .10$ or higher) to the 25 per cent explanation of the variance.

Some 26 per cent of the variance of the usefulness of information sources mentioned by respondents was explained by these significant ($p < .05$ or higher) independent variables: the social positions of elected officials and community leaders, self-expectations, talking in small groups, and education.

For the combined usefulness of all information sources, some 24 per cent of the variance was explained by the social positions of elected officials and community leaders, self-expectations, and education ($p < .05$ or higher).

The non-significant variables included the perceived expectations of citizens, elected officials, and community leaders in disagreement and agreement with an active person, talking one-to-one, mobility, activism, sex, age, and years of residence.

Of the 79 interactions explored, only four added significantly to the explanation of the dependent variables. However, these were dropped because of multicollinearity problems with other significant independent variables. The preference was to those significant variables that guided the theoretical aspects of the study.

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